

# TEACHING AND LEARNING



BOURCHIER  
STREET  
PRIMARY  
SCHOOL



# Introduction

## WHAT ARE WE ABOUT?

Literacy and Numeracy acquisition is a fundamental school-wide focus at Bouchier Street Primary School. We believe that being literate and numerate provides future opportunities for children.

In acknowledgment of current research, literacy underpins all learning. All literacy and numeracy instruction is informed by precise teacher knowledge about individual students. This precise knowledge is a direct result of accurate assessment data.

All staff at Bouchier St Primary School strive to personalize learning for all students. Strong teaching and learning is a derivative of strong teams. Bouchier St Primary School aims to support its Professional Learning Teams with scaffolded professional learning, rich learning environments and extensive resources.

As the child is central to all that we do at Bouchier St Primary School, close attention is paid to the monitoring of all students development. Innovative systems and processes are established to ensure our learning is differentiated.

Parent and community involvement is essential.

Bouchier St Primary School's moral imperative is to ensure that all students have equal opportunities to develop their understandings in literacy and numeracy to their full potential.

The purpose of this document is to provide strategies and background information for the teaching of literacy and numeracy skills to students at Bouchier St Primary School from Foundation to Year 6.

This document is to be used in conjunction with our School-Wide Assessment Schedule. The main purpose is to provide succinct information about how Bouchier St Primary School takes an affirmative approach to literacy and numeracy acquisition, as well as providing teachers with explicit teaching focuses that significantly impact student learning.



*"High-Quality Teaching and Learning of Literacy underpins all our work"*



# BOURCHIER'S INSTRUCTIONAL PRACTICE

## WHAT DOES A LESSON LOOK LIKE?

### LEARNING INTENTION

The learning intention makes the learning explicit for all students. They need to know what they need to know, understand or do as a result of the lesson. This is written in student friendly knowledge and is referred to throughout the lesson

### SUCCESS CRITERIA

The success criteria aims to empower students to assess their own progress. These criteria allow student to understand when they have achieved success and are created with input from the students to increase understanding and ownership.

### EXPLICIT TEACHING

Every lesson begins with a targeted hook to increase curiosity and engagement. Prior knowledge will be activated during this part of the lesson and the whole class focus focus will include teachers explicitly modelling the skill they want their students to achieve

### INDIVIDUALISED INSTRUCTION

After the whole class focus students work in a variety of group or individual tasks that are designed to achieve the learning intention. Tasks are differentiated so that all students can experience success. Teachers are active with small groups or roving conferences

### REFLECTION

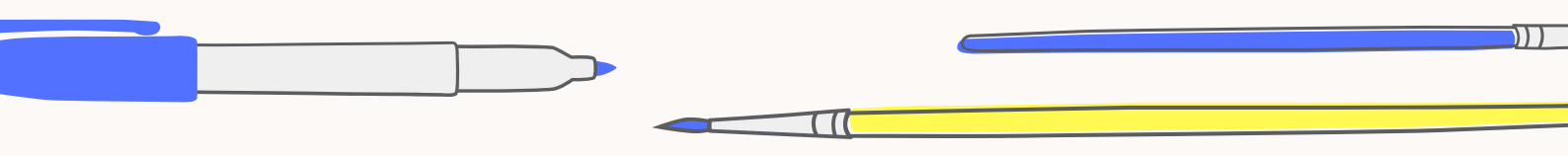
Each lesson concludes with an opportunity for students to reflect on what has been achieved. It is an important opportunity for students to articulate their own learning and self-evaluate in order to improve learning and the quality of their work for the future.

### GOALS

Goals help students take an active part in their learning and help them identify future focus areas.

### FEEDBACK

Specific, clear and targeted feedback on the either the task or the process is given throughout lessons, also encourage students to give peer and self appropriate feedback



# OUR VISION

## CREATING A HIGH PERFORMANCE LEARNING CULTURE

*All students are empowered to learn and achieve, experiencing high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning and shaping the world around them*



Our Vision for Learning is influenced by the work of many to make Victoria a world class education system. We are committed to work with our colleagues to contribute to young Victorians getting the best education possible.

Our school's vision for learning helps us develop a clear and shared moral purpose for what we do. It is constructed by asking fundamental questions like;

Why are we here?  
What do we stand for?  
How do we achieve our goals?

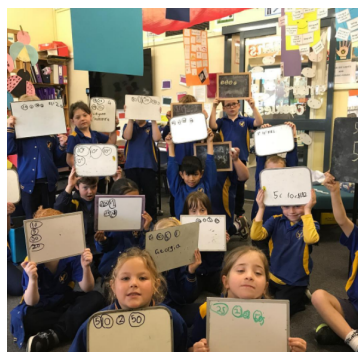
Our Vision allows us a point of reference for our ongoing school improvement efforts and helps us to create a unified set of values and beliefs that help us build a high performance learning culture. It also provides us with a clear point of reference to be able evaluate our current practice. It helps us consider

- The beliefs about learning which underpin practice
- What school communities and teachers value
- How current practice helps to achieve what is valued
- How new practices will help to achieve what we value.

# OUR COMMITMENTS

## Beliefs and Understandings

As a school, we have made a commitment to fulfilling the items on the list. This list is all about living and breathing our vision for learning.



1. A belief that all students can learn with the right level of support.
2. A belief that all teachers can teach to a high standard given the right support.
3. High Expectations and ongoing intervention are critical.
4. Teachers need to be able to articulate what they do and why they teach the way they do.
5. Embedded Literacy/Instructional Coaches
6. Daily Sustained focus on Literacy Instruction
7. Leadership Team as Instructional Leaders
8. Early and ongoing intervention.
9. Individual Data drives planning.
10. Professional learning at school staff meetings.
11. Regular Collaborative assessment of student work.
12. The commitment of resources for literacy learning
13. Action research/collaborative inquiry.
14. Significant Parental and community involvement
13. Cross-curricular literacy connections in each subject area.  
Including a commitment to student-directed Inquiry.
15. Shared responsibility and accountability.

# EVIDENCE BASED TEACHING & LEARNING

Bourchier Street Primary School has a formal data collection process that ensures that all students literacy achievements are measured and that all instruction is based on

1

*As a school we have collective responsibility for all students achievement*

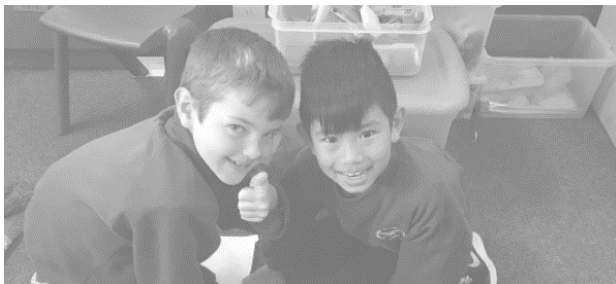
2

*Data and evidence form the foundation for decisions that are made regarding instruction*

Data is entered into Compass, our schools student information system. Compass can track students and provides a digitally based visual representation of where students learning is at. The data that we collect drives our teaching and informs our team planning meetings

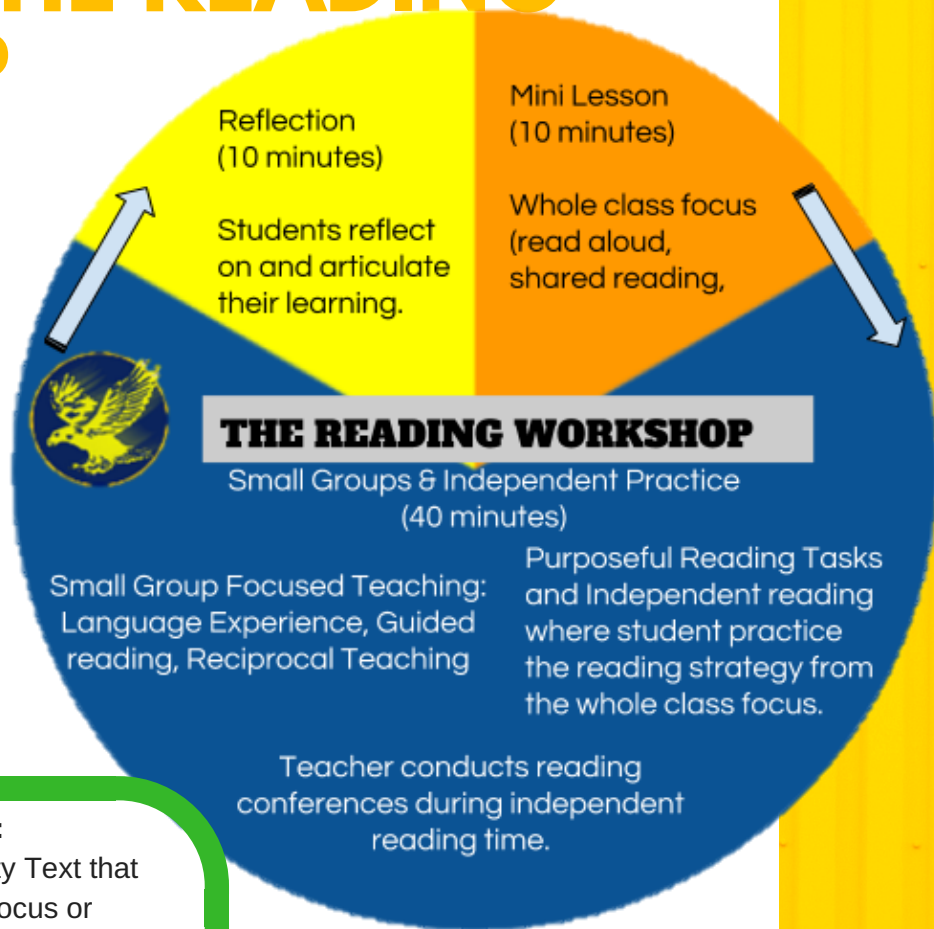
## ASSESSMENT

Rigorous and continuous assessment underpins all of the work we do. Our practice involves the provision of effective feedback to students and active involvement of students in their own learning. All teachers use assessment to make adjustments to teaching. At Bourchier we recognise the profound influence assessment has on the motivation and self-esteem of students, both of which are crucial influences on learning, the need for students to be able to assess themselves and understand how to improve is an essential component of our assessment practices.



# LITERACY- THE READING WORKSHOP

We believe that all students need to experience high-quality teaching in order to experience high-quality learning. The reading workshop model is based on what we know works for children of all abilities. Throughout all lessons teachers work hard to implement high impact teaching strategies.



## Mini Lesson can include:

- Read Aloud:** Teacher reads a Quality Text that clearly demonstrates the lesson focus or
- Shared Reading:** Students and Teacher read quality text that represents the reading strategy.

## Small Group Focused Teaching can include:

- Language Experience** (for pre-readers): Using stimuli to conduct a conversation with learners.
- Small group Shared Reading:** All in the group have access to the same text. Dialogue is shared.
- Guided Reading:** Teacher will discuss the book with learners. Students read independently (teachers listen), teachers guide the students as they talk, read and think their way through the text.
- Reciprocal Teaching:** With support from the teacher, learners lead the group to understand more complex texts.

## Independent or Group Tasks

While small group teaching is occurring other students are engaged with purposeful tasks that match the learning intention of the lesson,

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## Reflection

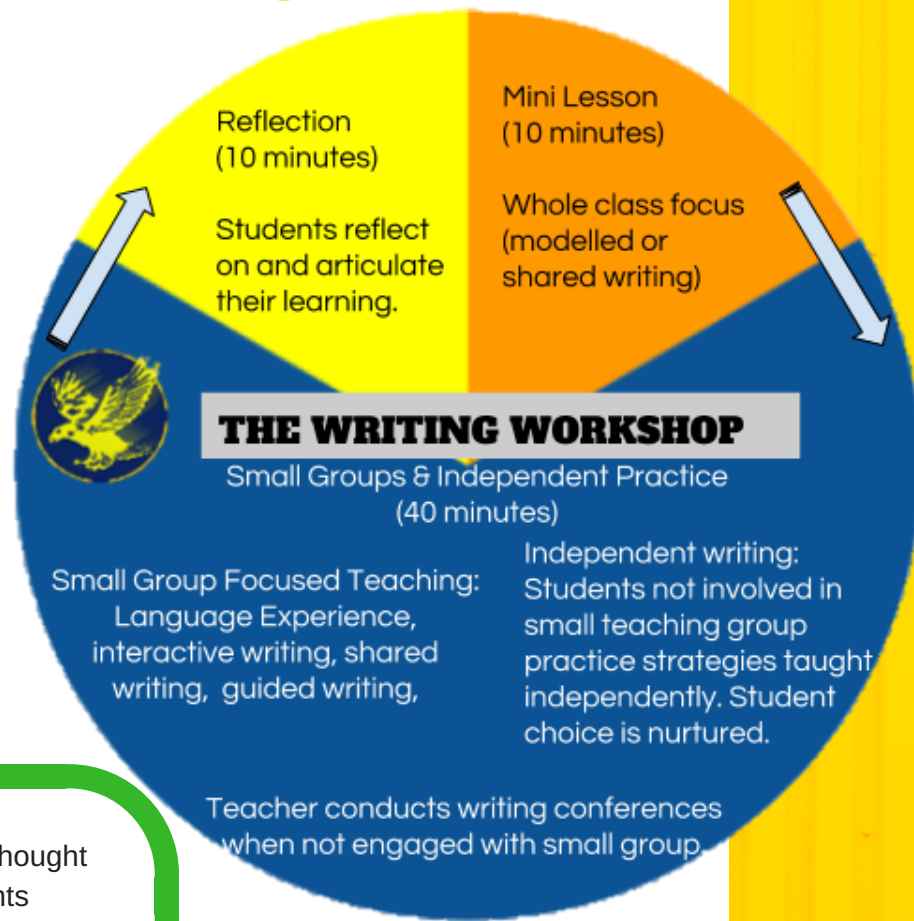
Provides an opportunity to reinforce the strategy from the beginning of the lesson. Learners can reflect on their reading discuss future goals.



"THE GOAL OF GUIDED READING IS NOT READING WITH 100% ACCURACY...IT IS IN USING THE STRATEGY"- JAN RICHARDSON

# LITERACY- WRITERS WORKSHOP

We believe that all students need to experience high-quality teaching in order to experience high-quality learning. The reading workshop model is based on what we know works for children of all abilities. Throughout all lessons teachers work hard to implement high impact teaching strategies.



## Mini Lesson can include:

**Modelled Writing:** Teacher articulates thought process and writes in front of students

**Shared Writing:** Teacher holds the pen and students concentrate on the composition of the text.

## Small Group Focused Teaching can include:

**Language Experience:** Students and teachers discuss an experience students attempt to record.

**Interactive Writing:** Teachers and students hold the pen. Teacher strategically decides what parts the students will record. Teachers will record anything that the students already know how to write.

**Guided Writing:** More confident students write while the teacher **guides** them through aspects of the writing process. The students do all of the writing.

## Independent Writing

While small group teaching is occurring other students write independently on things that are of interest to them and have a chance to practice the skill being taught.

## Roving conferences

When not engaged in small group teaching teachers are conferencing with at least two or three students, Providing short, sharp, one-on-one instruction

## Reflection

Provides an opportunity to reinforce the strategy from the beginning of the lesson. Learners can reflect on their writing and discuss future goals.

"THE WORST THING YOU WROTE IS BETTER THAN THE BEST THING YOU DID NOT WRITE" - RANDOM INTERNET QUOTE



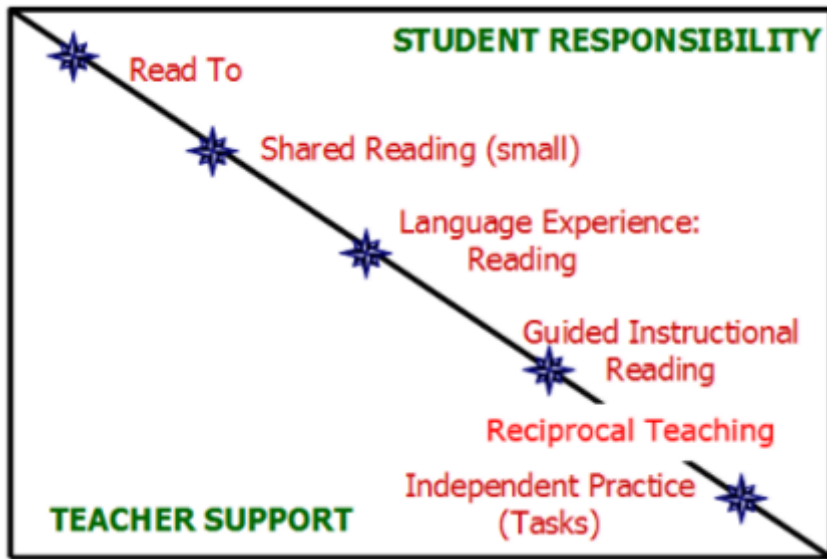


# TEACHING APPROACHES

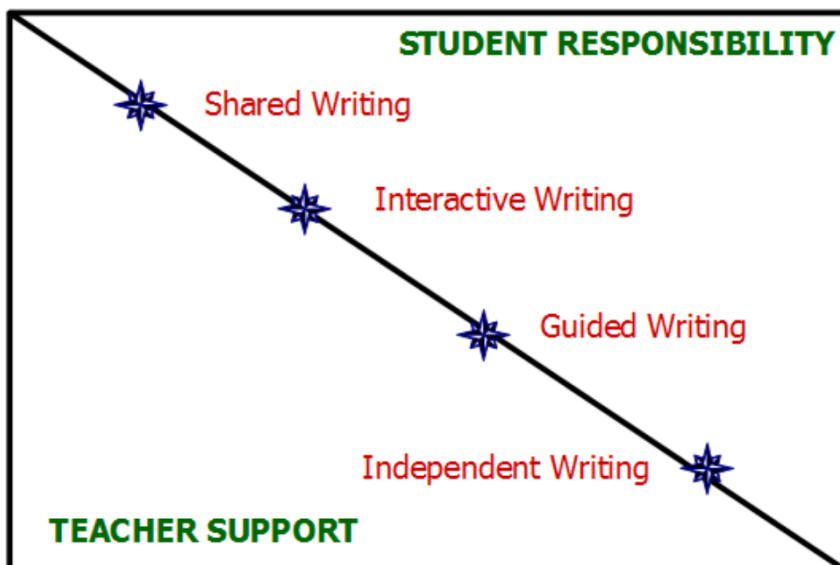
## and the gradual release of responsibility

Based on Len Vygotsky's work on how people learn we move from explicit modeling and instruction to guided practice and then to activities that incrementally positioned students into becoming independent learners. The Teaching approaches we implement at Bouchier Street Primary follow this model. Below you will see diagrams depicting how the teaching approaches can be used along a continuum towards the students having total responsibility for their learning. Read the next few pages for more detailed descriptions of each teaching approach.

## READING



## WRITING



# READ ALOUD

in more detail



## WHY?

The whole class approach of a Read Aloud is designed explicitly to develop critical listening skills in developing readers. It differs from the whole class approach of Shared Reading as in a Read Aloud the students do not see the print. Students are actively engaged in sustained listening whereby they build comprehension over an extended read by a proficient adult. This is paramount for students who are good decoders of text but struggle with comprehension when reading independently. As listening comprehension proceeds reading comprehension, a sound Read Aloud bridges students' ability to independently read a sustained text with acute understanding.

## HOW?

- 10 -15 minutes
- Focus driven based on student need
- The teacher selects appropriate text for the Read Aloud. It can be a short story, a portion of a story or an extended chapter book where by a chapter or part of the story will assist in teaching the students the foci.
- Introduction of Read Aloud is established through a short conversation where the teacher elicits prior knowledge and explores title/author etc. to enable students to make a personal prediction of possible content.
- The teacher then explicitly tells the class what to listen for. This is where the teaching foci is established. Some possible foci are: character relationships, setting, problem/ solution, compare/contrast.
- The teacher reads the text without interruption or stopping for possible teachable moments. The intent is for the student to be able to listen for a sustained time and not have their thinking interrupted. The goal is to have a sound focus on comprehension by tuning into the teachers focus and their initial predictions.
- Short – Sharp - Explicit

## WHEN?

Whole Class Read Aloud is in the first 10 – 15 minutes of a Middle Years classrooms' daily reading hour. A Read Aloud is chosen "instead of" a Shared Reading lesson when teachers are intentionally working on auditory comprehension.

# SHARED READING

in more detail



## WHY?

Shared reading is the cornerstone of instruction for the reading workshop. Its sole purpose is to support learners in their reading development by having a proficient reader (teacher) explicitly instruct them on specific reading strategies or behaviors. This teaching approach uses an enlarged text to ensure all students are tuned into the teaching foci. Shared reading differs from other whole class reading approaches as it enables intentional teaching that is not only enjoyable for students but provides the “just right” scaffolds for future learning.

## HOW?

- 15 minutes
- Focus driven based on student need
- Shared dialogue between teacher and students based around enlarged text
- The visual intimacy is of primary concern – all students are grouped together in a community of learners on the floor up close to the text
- Rich language that supports vocabulary development
- Initial reading is based on the comprehension. During consequent reads teachers can break up the text focusing print concepts, fluency, decoding skills etc.
- Whole class Shared Reading occurs in a non-threatening environment which allows risk-taking, mistakes and approximations (guesses) as normal parts of learning
- Short – Sharp - Explicit

## WHEN?

Whole Class Shared Reading is the foundational instruction at the start of the Early Years daily reading hour for the Prep to Year 2 classes. Students are supported by this instruction during their independent or teacher group learning.

The Whole Class Shared Reading foci should form the basis of the whole class discussion at the conclusion of the reading hour.

Note: Small Group Shared Reading follows the same premise but may precede the Whole Class Shared Reading to enable select students to be prepared and confident for the Whole Class Shared Reading on the following day, or it may follow, to consolidate the explicit learning.

# LANGUAGE EXPERIENCE (READING)

in more detail

## WHY?

Language is purposeful. Children learn language and learn about language by using it for their own purposes. The purpose of language is the pivotal aspect of language development. The classroom program should provide students with many language opportunities that serve a variety of purposes, such as formulating ideas, seeking information, expressing opinions, engaging in discussions, relating information, questioning, challenging, describing and persuading

Language experience plays a vital role in developing language as well as providing students with the essential pre-reading skills, strategies and behaviors by:

Creating links between language and real experiences

Creating links between spoken and written language

Teacher demonstrates how thinking, talking, reading and writing are inter-related

Students realizing that thoughts can be talked about, written about and read about

## HOW?

Teachers use Oral Language Assessment data to establish a low language like need group

Using a stimulus such as a picture, an object or quick activity, the teacher encourages a conversation about what the children are thinking. Be sure that the stimulus is simple and quick, as the discussion is the vital component of language experience.

This is a risk free dialogue with the teacher encouraging the students to listen and respond to each other. The teacher needs to listen to what the students say and make note of the complexity of their language.

Once the conversation has generated a number of ideas, the teacher helps the students organize and choose what is to be recorded. This is a great opportunity to help students extend their language by adding more than one idea into a statement.

The teacher records what the students say onto a large piece of paper. It is important that the teacher holds the pen. This frees the students to focus on their language not their writing skills (or lack of in many cases). The teacher can record:

A. Each child's statement individually, or

B. A group response to the stimulus.

The students re-read their language.

The teacher cuts up or re-writes the student's language for them to take home and practice.

Consequent readings of their language occurs the next day.

It is encouraged that the language experience writing is displayed in the classroom.

## WHEN?

Language Experience Reading occurs in the small group portion of the reading block. Groups can meet up to 4 times a week for Preps, or 3-4 times a week for other year levels with low language / reading students. Instruction lasts 10 or 15 minutes based on need.

**LANGUAGE EXPERIENCE ENABLES YOUNG LITERACY  
LEARNERS IN PARTICULAR TO UNDERSTAND THE  
DIFFERENCE BETWEEN SPOKEN AND WRITTEN LANGUAGE.  
HILL (2012)**

# SHARED READING (SMALL GROUP)

in more detail

## WHY?

Shared Reading in a small group is a crucial teaching approach for supporting students in many ways when learning “how to read”. Please refer to Whole Class Shared Reading for the fundamentals of this approach. For struggling readers, small group Shared Reading can be extremely effective when...

- Teaching print concepts, Letter names and sounds, Developing fluency, Building confidence in using language in the whole group by doing a small group shared reading with a group of students the day prior to doing it with the whole group.
- Consolidating and deepening students' understandings by immediately repeating the whole class shared reading with a small group of students.
- Working on difficult comprehension strategies like inference with a small group of students around an enlarged text.



SHARING BOOKS IS AWESOME!- YEAR ONE STUDENT

# GUIDED READING

in more detail

## WHY?

Guided reading is for students who are on text (Text level 1>). It provides the teacher with an opportunity to spend focused time with a small group of students who have demonstrated that they are at a similar stage of reading development or are challenged by particular aspects of the reading process. It's a great time for teachers to provide guided practice when students are immersed in independent reading. Guided reading provides students with more support than Independent Reading and less support than Language Experience and Shared Reading. In Guided Reading the students are not just learning how to read...they are learning what to do with what they read. The teacher can effectively match students to text and teach individual students at their point of need, within a small group setting.

## HOW?

Teachers use assessment data to group students with similar needs. On an early reading level the teacher will use the following as a basis for grouping students...

**MEANING (semantic)**

**STRUCTURE (syntactic)**

**VISUAL (graphophonic)**

On a developing or an established reading level the teacher may group students by reading skill, strategy or reading behaviour basis. Comprehension strategies are predominant teaching foci in developing readers. The teacher selects a text that is at, or in most cases, just above the student's instructional level. This is so the teacher can witness and provide support for students as they miscue or appeal for assistance.

- The teacher explicitly sets the focus for the reading.
- The teacher introduces the text through a quick discussion. Discussing; title, cover, author, blurb, prior knowledge, predictions etc.
- Students read independently.
- Teacher listens to each child individually during the independent reading time. Precise instruction is available by the teacher at this time.
- The teacher guides the students as they TALK, READ and THINK their way through the text.
- It is different from Shared Reading because the students read the text for themselves but offers more support than Independent Reading.

*'Reading is a message gaining, problem-solving activity that increases in power and flexibility the more it is practiced.'*

*(M. Clay 1991)*

## WHEN?

Guided reading occurs in the small group portion of the reading block. Groups meet once or twice a week for 15 to 20 minutes based on need.

# READ TO (SMALL GROUP)

**in more detail**

## WHY?

Reading to students involves a small group of low language students listening to a text read aloud by the teacher. Using a range of different genres, the teacher models reading strategies, enjoyment and interest in the text by clearly articulating what they are doing. This instructional strategy is designed as a small group “pre-guided instructional reading’ strategy. It is a particularly powerful teaching approach for those students who score between 0-10 on the Oral Language Assessment. It is the most appropriate approach for Low Receptive Language students. We know that listening comprehension precedes reading comprehension and students need to see a purpose in reading (author intent, mood etc). We know that the 'Read to' approach addresses both of these and it also models both the how and the why of reading, Imparts new understandings and leads to vocabulary acquisition

## HOW?

The teacher establishes the teaching foci clearly before commencing to read, this enables students to listen actively and engage with a specific focus.

- The teacher selects an appropriate text depending on the teaching foci. The students do not need to be able to read the text, as the focus is on listening. Questioning and discussion before and after the reading will assist understandings of: prediction, plot, characterization, structure, setting, story response, patterns rhythms, language structures, grammar, book language, visual aspects of text and sequence.
- The teacher reads the text uninterrupted to the small group.
- In the extended form, Read To can be used with the older more competent reader who can decode but not comprehend at the same level of text difficulty
- Introduce texts with increasing complexity and abstract concepts
- Reading to students involves a small group of low language students listening to a text read aloud by the teacher. Using a range of different genres, the teacher models reading strategies, enjoyment and interest in the text by clearly articulating what they are doing. This instructional strategy is designed as a small group “pre-guided instructional reading’ strategy. It is a particularly powerful teaching approach for those students who score between 0-10 on the Oral Language Assessment. It is the most appropriate approach for Low Receptive Language students
- Listening comprehension precedes reading comprehension
- Students need to see a purpose in reading (author intent, mood etc)
- Models both the how and the why of reading
- Imparts new understandings
- Leads to vocabulary acquisition

## WHEN?

Read To occurs in the small group portion of the reading block. Groups meet once or twice a week for 10 to 15 minutes based on need.

# RECIPROCAL TEACHING

## in more detail

## WHY?

The purpose of reciprocal teaching is to facilitate a group effort between teacher and students as well as among students in the task of bringing meaning to a piece of text.

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Reciprocal teaching is an excellent instructional approach when students have a great ability to decode text however struggle to comprehend. It develops critical and analytical reading.

Some important key concepts regarding Reciprocal Teaching...

Small group strategy for improving student comprehension and critical reading skills.

Suitable for fluent developing readers and above.

Discussion is the responsibility of the readers, not the teacher.

Appropriate small group strategy for students who are good decoders but with poor comprehension.

Students must have sufficient oral-language skills to enable them to participate in this instructional activity.

Non-fiction is predominately used in Reciprocal Reading.

Most appropriate for students who are participating effectively in conversations in guided reading.

## HOW?

**1. Text Selection:** The teacher's text selection is guided by student needs. Teachers consider the complexity of the texts by evaluating the difficulty of: text structures, content, underlying concepts, the plot, characterization, setting etc. The teacher chooses small segments of text which are manageable. This is important as there needs to be time for students to have a conversation and discuss meaning.

**2. Introducing the Text:** When introducing the text the teacher explains why a particular text has been selected for reciprocal reading. Teachers make explicit the teaching focus to the students and, depending on the complexity of the text, give them some insight into the challenges the text may present. **Remember: the purpose of reciprocal reading strategy is to increase student ability to understand more complex texts.**

**3. Reading the Text:** The session must balance the use of explanation, instruction, modelling and guided practice in such a way that the responsibility for maintaining the discussion is gradually handed over to the students. The teacher gradually relinquishes their role as group leader, becoming just another member of the group. The process enables students to learn and apply 4 key reading techniques to their independent reading.

4. Teachers have reference tools available when questioning the text.

5. Once the teacher has withdrawn from the leader's role, the teacher becomes either an observer of the session or a participant. If at any point during the student lead discussion the conversation breaks down or the group is moving on without comprehension, the teacher steps in and models once again the leader's role in questioning the text. If this still persists it is advisable that the teacher returns to guided reading and teaches summarizing, question generating, clarifying, and predicting in isolation.

## WHEN?

Reciprocal teaching occurs in the small group portion of the reading block. Groups meet once or twice a week for 15 to 20 minutes based on need.



# MODELLED WRITING

## in more detail

### WHY?

In Modelled Writing the teacher takes the role of a proficient writer, clearly articulating the thought process involved and demonstrating how a writer moves through the process of planning, composing, recording, revising and publishing. The teacher demonstrates these aspects of writing within different text types – narratives, recounts, reports, explanations etc.

At the commencement of the Modelled Writing session, the teacher is explicit about the teaching foci, and ensures all students can clearly see what is being written. This instructional approach gives students insights into what the author is thinking, and by the teacher speaking out loud their thoughts, the students are supported in many non-visual aspects of writing.

### HOW?

- The teacher holds the pen and writes in front of the students, verbalizing his/her thought processes, as well as what is being written
- The teacher provides the model of a proficient writer
- This is NOT a shared construction
- The students are observers
- This strategy is used to introduce all aspects of the writing process and various text types (genres). Large writing pads are a useful way to display the modelled writing for further reference by the teacher and the students.
- Short – sharp - explicit

### WHEN?

Whole Class Modelled Writing is a critical instructional approach at the start of the daily writing hour. It generally precedes Whole Class Shared Writing, as it provides essential exposure to writing processes. Students are supported by this instruction during their independent or teacher group learning.

The Whole Class Modelled Writing foci should form the basis of the Whole Class Shared Reading at the conclusion of the reading hour.

# SHARED WRITING

## in more detail

## WHY?

As with Shared Reading, Shared Writing is the cornerstone of instruction for the reading workshop. Its sole purpose is to support learners in their writing development by having a proficient writer (teacher) explicitly instruct them on specific writing strategies or behaviours. Shared Writing enables students to explore authorial components of writing without the distraction of recording. It is important that the teacher 'holds the pen' so the student can be completely committed to the task of composing.

Shared Writing provides the opportunity to consolidate understandings of aspects of the writing process and different text types, as well as providing the teacher with knowledge of a students' proficiency to scaffold further learning.

It is important to note that Shared Writing can, and more than likely will, mirror the text type or genre used in Shared Reading instruction. A clear link between the reciprocity of reading and writing is evident.

## HOW?

This is a shared construction of text that lasts for 15 minutes

Focus driven based on student need

Shared writing is the instructional strategy used to jointly

- construct a plan
- compose a text
- revise a text already written

Shared writing is mainly concerned with mastering the 'composing' aspect of the writing process

The teacher holds the pen (the students do not engage in the recording process – do not confuse with Interactive Writing)

## WHEN?

Whole Class Modelled Writing is a critical instructional approach at the start of the daily writing hour. It generally precedes Whole Class Shared Writing, as it provides essential exposure to writing processes. Students are supported by this instruction during their independent or teacher group learning.

The Whole Class Modelled Writing foci should form the basis of the Whole Class Shared Reading at the conclusion of the reading hour.

# LANGUAGE EXPERIENCE WRITING

small group teaching approach in more detail

## WHY?

Language Experience Writing is a powerful Small Group instructional strategy that supports students' ability to write what they think. This approach scaffolds the students learning by providing parallel instruction with Language Experience Reading. Teachers create a risk-free environment where students are free to discuss their thoughts and are supported by the teacher in recording their thoughts independently on paper. Unlike Language Experience Reading where the teacher writes the students ideas, here the students write their own language. A well-executed Language Experience Writing Workshop will not only boost students' confidence in writing more independently, it will provide valuable extensions to the students' receptive and expressive language.

Some important key concepts regarding Language Experience Writing...

- Opportunity for the student to experience success in writing
- Captures early attempts of writing
- Students' own language is a support
- Demonstrates that what students' think can be reproduced in print
- Safe environment to write
- Helps students articulate what they are thinking
- Helps students make connections
- Helps students learn to be active listeners and speakers
- Puts 'a press' on (challenges) children's language, both receptive and productive

## HOW?

- Short – Sharp - Explicit
- The teacher and students discuss an event, experience or engage in a picture chat
- The students are encouraged to attempt some of the writing...they make attempts at the easy parts
- The teacher records the harder parts for the students in a group text
- Alternatively, for more proficient students, each student can attempt to record all their thoughts individually
- The emphasis is to put 'a press' on the students' language
- The students are encouraged to be creative and to freely express their thoughts
- Celebration of writing is essential. All writing should be acknowledged, shared and displayed.



## WHEN?

Language Experience Writing occurs in the small group portion of the writing block. Groups can meet up to 4 times a twice a week for 5 (preps), 10 or 15 minutes based on need.

# INTERACTIVE WRITING

## small group teaching approach in more detail

### WHY?

Interactive Writing is a powerful writing instructional approach that focuses on the secretarial aspects of writing. It provides teachers with a valuable opportunity to give explicit instruction to targeted students in the context of authentic writing. Through this approach teachers are able to view students miscue in action and provide the right amount of support required. Teaching and learning is monitored throughout multiple instructional sessions.

Some important key concepts regarding Interactive Writing...

Problem solving strategy

Spelling is taught in context through students "having a go" and receiving multiple forms of feedback and support

High frequency words drive the secretarial involvement of the students

Expansion of language and concepts prior to the writing task (composing)

Supports development of fluency in written production

Supports risk taking

Assumes that oral language reading/writing are well developed

It is vital that the teacher knows exactly what each student is able to do: OLA, Print Concepts, Writing Vocab, Hearing and Recording Sounds in Words

### HOW?

This is a small group process

Short – Sharp – Explicit

The teacher knows what print concept, spelling convention or grammatical problems individual students are challenged by

The teacher and the students share the recording

The teacher and students have different colored pens

The teacher facilitates, guides, responds and extends the students' thought processes while composing texts

Interactive Writing greatly assists the expansion of students' high frequency word knowledge and word analysis

The teacher writes the easy parts (words or parts of words) and the students work on the harder parts (words that the teacher has observed errors in writing)

This strategy provides the bridge between oral language ~ writing and guided writing

### WHEN?

Interactive Writing occurs in the small group portion of the writing block.

# GUIDED WRITING

## small group teaching approach in more detail

### WHY?

Guided Writing is an opportunity for teachers to bring together students with like writing needs. Teachers are able to explicitly teach elements of the writing process or strategies/behaviors of writing to students in order for them to be confident independent authors. Dialogue around the writing process or specific pieces of writing is an essential component of this approach.

Some important key concepts regarding Guided Writing...

Opportunity to work with students who are well underway with the writing process

Focus driven based on the writing process

Provides opportunity to focus instruction at the point of need for each student

Allows the teacher to support/guide (confer with) writers as they write

Dependent on careful teacher observations during Roving Conference and Whole Class Shared

Each session is informed by the previous small group instruction and by observations during Independent Writing

### HOW?

This is a small group instructional strategy

Short – Sharp – Explicit

Students generally come to the small group with a 'clean' sheet of paper except when working on revision or publishing

Guided Writing is a 'conference in action' (working WITH students AS they plan, compose, record or revise)

The teacher guides, responds to and extends the students' thinking

Student holds their pen and does the recording

The teacher is guided by the needs observed in Roving Conferences and general observations



### WHEN?

Guided Writing occurs in the small group portion of the writing block.

# INDEPENDENT WRITING

in more detail

## WHY?

Throughout the writing hour students are supported in their learning through explicit instruction. During the independent writing time the students are free to write and trial, explore and develop new skills and strategies. It is important that teachers don't stifle students desire to write by imposing "set" writing tasks. Students will write more if the content comes from their own experiences, knowledge or world around them. Some important key concepts regarding Independent Writing...

- It is an opportunity to practice what has been taught
- Choice of topics and genre
- Gives responsibility to the learner
- Student investment in the piece
- Encourages risk-taking
- Fosters engagement
- Freedom to develop independently
- Sense of accomplishment for students
- Assessment tool for teacher
- - Observation
- - Analysis of written texts
- This is not 'everyone' writing the same thing at the same time
- Writing is driven by purpose



## HOW?

This is what all the other students are doing when not engaged in a small group instructional approach. Students take responsibility for working on the challenges within the writing process (indicates 'take-up'). Students use their knowledge of the writing process to produce texts (indicates knowledge of the process).

Students work individually, in pairs or in small groups (may be some 'teacher directed' activities/writing tasks).

## WHEN?

Independent Writing is a daily component of literacy instruction. For most students Independent Writing will be for 40 minutes, for others who are in explicit teacher groups, their independent writing time will be for approximately 20 minutes.

# OBSERVATIONS

in more detail

## WHY?

At Bouchier Street Primary School, Classroom observations are an approach for internal professional learning. Research shows us that the most powerful model of increasing one's practice is through observing others. Observations have been developed with the implicit aim of developing

a unified approach to enhanced literacy outcomes within the school. It enables teachers to monitor and support their individual (and team) literacy development.

## WHAT?

### Literacy & Numeracy Walks

Literacy and Numeracy walks are designed to be a process that is non-threatening to teachers and students. The walks are to be conducted by colleagues targeting a specific focus, which will be communicated to staff prior. All teachers at Bouchier Street Primary School participate in Literacy Walks. As a whole staff, we are able to reflect on our own practice and work towards imparting new knowledge or understandings about literacy and numeracy.

### Peer Observations

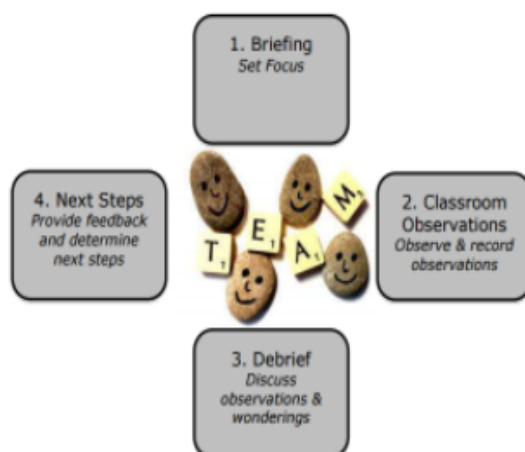
Peer observation is teachers observing each other's practice and learning from one another. It is focused on teachers' individual needs and the opportunity to both learn from others' practice and offer constructive feedback to peers. It aims to support the sharing of practice and building awareness about the impact of own teaching in order to affect change. Every teacher is involved in Peer observations every year.

### Video Reflections

Video of classroom practice is recorded and later viewed in part or in full as a means of observing our own and our colleagues teaching. Videos of practice are focused on supporting the professional growth of individual teachers and their identified needs

## WHEN?

Observations happen all year round. Literacy and Numeracy Walks are scheduled at times throughout the year.

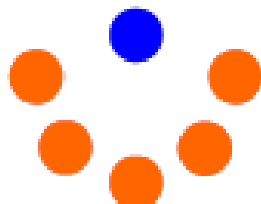


# NUMERACY APPROACHES

in more detail

## Modelled mathematics

a teaching approach used in  
small group focus



### The teacher:

- presents the learning experience
- models and describes effective strategies, making links to the students' previous experiences
- shares other related skills and understandings that can be brought to the experience
- uses materials and records the mathematics
- allows time for students to think and work independently

### The students:

- talk about the demonstration
- model the strategies using materials and/or diagrams

### The teacher:

- articulates key mathematical ideas
- supports students to model strategies
- discusses, questions and models how connections are made to form a generalization

### The students:

- use their own words and representations to describe these connections and generalisations

## Prompts

Watch me while I ...

Do you remember how we ...?

Let's try that now ...

Listen while I explain ...

Imagine yourselves ...

Now you try ...

Tell me about ...

When have you used this before?

How is this the same?

How is this different?

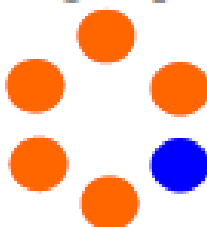


# NUMERACY APPROACHES

in more detail

## Shared mathematics

a teaching approach used in  
whole class focus  
small group focus



### The teacher:

- introduces the learning experience

### The teacher and students:

- identify and practice the known skills and understandings relevant to the experience

### The teacher and students:

- highlight and explore other related skills and understandings

### The teacher:

- introduces the key mathematical ideas and provides time for individual thought
- leads the discussion and questions students, helping them to make connections

### The teacher and students:

- explore the mathematics using materials, oral language and/or written recording
- share and justify their ideas
- make connections between mathematical ideas to create a generalisation

### The students:

- articulate their own ideas to describe these connections and generalisations

### The teacher and students:

- use materials and written recording, as appropriate to support a discussion to use the generalisation in a new situation

## Prompts

Today we are looking at ...

What do you know about ...?

Do you remember when we ....?

Why do you think that would work?

What do you know about?

Show me ...

# CLASSROOM ENVIRONMENTS

## TASK MANAGEMENT BOARDS

*Providing Visual Support*

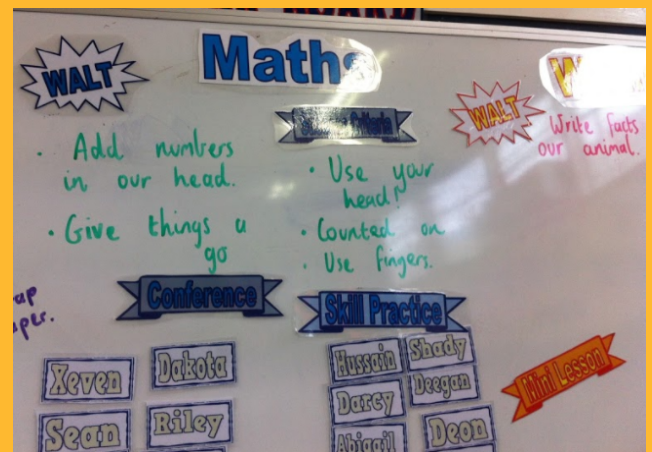
### Why have one?

- Encourages students to be independent – so that they know what they are doing and when they are doing it
- If the student is late/out of the room they know what to do
- Allows students to know their groups
- Parent helpers know what to do
- Allows for consistency across the school
- The teacher knows what to do

### Essential Components

- Names need to be large enough to be read from anywhere in the room.
- Icons need to be clear and understandable
- Groups need to be flexible
- Student names need to be moveable
- Colourful and appealing
- Keep board in the same place
- Inexpensive and easy to add to

TERM 3 WEEK 9			
READING	WRITING/SPELLING	MATHEMATICS	INQUIRY
FOCUS:	FOCUS:	Focus	Focus
Explanation Texts	Information Reports Explanation Texts	Fractions Word Problems	Waste Management
LEARNING GOALS	LEARNING GOALS	LEARNING GOALS	LEARNING GOALS
~ Structure of explanation texts ~ Compare & Contrast between information reports and explanation text.	~ Reviewing our information reports big write (VCOP). ~ Goal Setting. ~ Create a spark page. ~ Explain how the water cycle works	~ Worded Problems. ~ Build a fraction wall. ~ Improper and mixed fractions. ~ Comparing fractions.	The Story of Stuff How is plastic made?



## OTHER ENVIRONMENT FEATURES

### DISPLAYED SCHEDULE

- Communicates upcoming tasks or events.
- Uses words, photographs, or a combination of both.
- Knowledge of what is coming up reduces anxiety.

### WORD WALLS

- Interactive display of high frequency and VCOP words.
- Provide support for students during reading and writing tasks.
- Teachers and student update regularly, make it relevant.